



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 3

Test Date: March 2008  
Code: 10081148  
SAU: Augusta Public Schools  
School: Lillian Parks Hussey School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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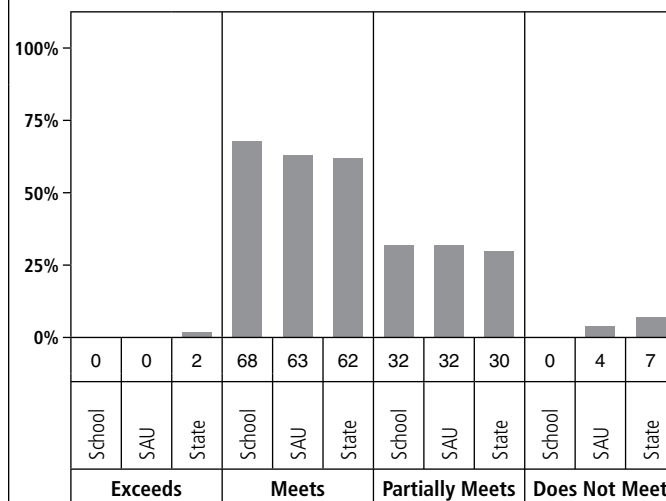
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 3  
SAU: Augusta Public Schools  
School: Lillian Parks Hussey School

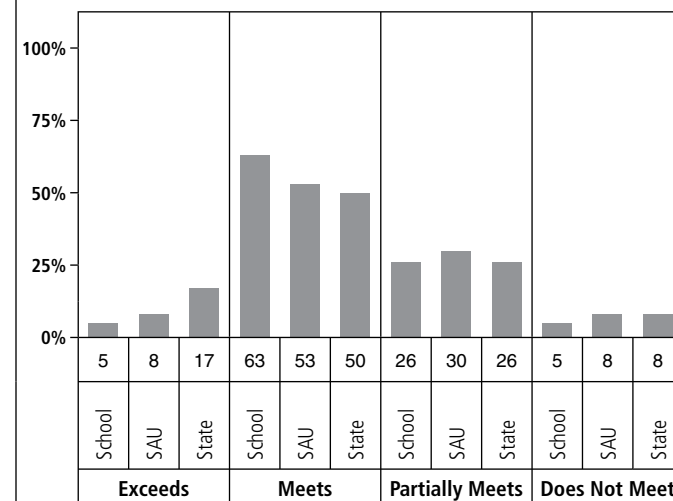
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	343	342	345
2006–2007	343	343	345
<b>2007–2008</b>	<b>345</b>	<b>344</b>	<b>344</b>
Cum. Avg. *	344	343	345
<b>Mathematics</b>			
2005–2006	346	341	344
2006–2007	347	345	347
<b>2007–2008</b>	<b>349</b>	<b>345</b>	<b>347</b>
Cum. Avg. *	347	344	346

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 3  
 SAU: Augusta Public Schools  
 School: Lillian Parks Hussey School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	19	100	148	100	13803	100	19	100	148	100	13714	99	19	100	148	100	13710	99												
Ethnicity African American/Black	0	0	4	3	399	3	0	0	4	100	391	98	0	0	4	100	392	98												
American Indian or Native Alaskan	0	0	1	1	116	1	0	0	1	100	114	99	0	0	1	100	114	99												
Asian or Pacific Islander	0	0	2	1	210	2	0	0	2	100	205	98	0	0	2	100	206	98												
Hispanic	0	0	2	1	162	1	0	0	2	100	158	98	0	0	2	100	159	98												
Caucasian/White	19	100	139	94	12916	94	19	100	139	100	12846	100	19	100	139	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	2	11	24	16	2358	17	2	100	24	100	2333	99	2	100	24	100	2329	99												
Current LEP	0	0	3	2	371	3	0	0	3	100	357	96	0	0	3	100	361	98												
Economically disadvantaged	10	53	92	62	5584	40	10	100	92	100	5535	99	10	100	92	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	15	79	105	71	10650	77	16	84	106	72	10678	77						
Identified disability (PET/IEP)	1	7	6	6	475	4	1	6	6	6	479	4						
LEP	0	0	1	1	151	1	0	0	1	1	149	1						
504 plan	0	0	1	1	83	1	0	0	1	1	85	1						
<b>Participation with accommodations</b>	4	21	40	27	2936	21	3	16	39	26	2911	21						
Identified disability (PET/IEP)	1	25	15	38	1735	59	1	33	15	38	1729	59						
LEP	0	0	2	5	197	7	0	0	2	5	208	7						
504 plan	0	0	0	0	49	2	0	0	0	0	47	2						
Other	3	75	23	58	986	34	2	67	22	56	958	33						
<b>Participation through alternate assessment (PAAP)</b>	0	0	3	2	123	1	0	0	3	2	121	1						
Identified disability (PET/IEP)	0	0	3	100	123	100	0	0	3	100	121	100						
LEP	0	0	0	0	4	3	0	0	0	0	4	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	9	0	0	0	0	0	12	0						
<b>Non-participation – other</b>	0	0	0	0	80	1	0	0	0	0	81	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Augusta Public Schools  
School: Lillian Parks Hussey School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	0	0	0	0	352	3
	2006-2007	0	0	1	1	332	2
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>227</b>	<b>2</b>
	Cum. Total*	0	0	1	0	911	2
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	13	62	80	56	8641	62
	2006-2007	13	57	81	55	8691	63
	<b>2007-2008</b>	<b>13</b>	<b>68</b>	<b>92</b>	<b>63</b>	<b>8403</b>	<b>62</b>
	Cum. Total*	39	62	253	58	25735	62
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	7	33	45	31	3671	27
	2006-2007	8	35	55	37	3781	27
	<b>2007-2008</b>	<b>6</b>	<b>32</b>	<b>47</b>	<b>32</b>	<b>4018</b>	<b>30</b>
	Cum. Total*	21	33	147	34	11470	28
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	1	5	18	13	1163	8
	2006-2007	2	9	11	7	1021	7
	<b>2007-2008</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>4</b>	<b>938</b>	<b>7</b>
	Cum. Total*	3	5	35	8	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>46</b>	<b>100</b>	28.2	61.3	27.3	59.3	27.6	60.0
<b>Literary Text</b>	<b>23</b>	<b>50</b>	14.3	62.2	14.0	60.9	14.1	61.3
<b>Informational Text</b>	<b>23</b>	<b>50</b>	13.8	60.0	13.2	57.4	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Augusta Public Schools  
 School: Lillian Parks Hussey School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	19	0	0	13	68	6	32	0	0	345	145	0	63	32	4	344	13586	2	62	30	7	344
<b>Ethnicity</b>																						
African American/Black	0										4						384	1	42	39	18	339
American Indian or Native Alaskan	0										1						113	2	50	42	5	343
Asian or Pacific Islander	0										2						203	1	60	31	8	344
Hispanic	0										2						158	1	52	36	11	342
Caucasian/White	19	0	0	13	68	6	32	0	0	345	136	0	64	33	3	344	12728	2	63	29	7	345
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	2										21	0	57	24	19	341	2210	0	32	48	20	338
No	17	0	0	11	65	6	35	0	0	344	124	0	65	34	2	344	11376	2	68	26	4	346
<b>Current LEP</b>																						
Yes	0										3						348	1	36	45	19	339
No	19	0	0	13	68	6	32	0	0	345	142	0	64	32	4	344	13238	2	63	29	7	344
<b>Economically disadvantaged</b>																						
Yes	10	0	0	7	70	3	30	0	0	343	89	0	58	36	6	343	5450	1	49	39	11	341
No	9	0	0	6	67	3	33	0	0	346	56	0	71	27	2	345	8136	2	71	23	4	346
<b>Migrant</b>																						
Yes	0										0						5	0	80	20	0	343
No	19	0	0	13	68	6	32	0	0	345	145	0	63	32	4	344	13581	2	62	30	7	344
<b>Gender</b>																						
Female	8	0	0	5	63	3	38	0	0	345	64	0	58	38	5	344	6567	3	65	27	5	345
Male	11	0	0	8	73	3	27	0	0	344	81	0	68	28	4	344	7019	1	59	32	8	343
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	6	0	0	2	33	4	67	0	0	339	35	0	49	46	6	342	2004	0	37	49	14	339
No	13	0	0	11	85	2	15	0	0	347	110	0	68	28	4	345	11582	2	66	26	6	345
<b>Gifted/talented program</b>																						
Yes	0										0						125	11	87	2	0	355
No	19	0	0	13	68	6	32	0	0	345	145	0	63	32	4	344	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 3  
 SAU: Augusta Public Schools  
 School: Lillian Parks Hussey School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	11	0	0	1	50	1	50	0	0	338	5	0	29	43	29	336	6	0	43	39	18	340
B. less than one hour	78	0	0	11	79	3	21	0	0	345	78	0	67	31	3	344	79	2	65	28	5	345
C. one to two hours	6	0	0	1	100	0	0	0	0	356	15	0	67	29	5	344	12	2	60	31	7	344
D. more than two hours	6	0	0	0	0	1	100	0	0	340	3	0	25	75	0	343	3	0	32	44	24	338
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	22	0	0	2	50	2	50	0	0	340	32	0	63	30	7	344	29	3	62	28	7	345
B. They match some of what I have learned.	67	0	0	9	75	3	25	0	0	347	49	0	69	30	1	345	48	2	67	27	4	345
C. They match just a little of what I have learned.	11	0	0	2	100	0	0	0	0	345	16	0	52	39	9	341	15	1	56	34	9	343
D. There is no match.	0										3	0	50	50	0	344	8	0	44	40	16	340
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	61	0	0	10	91	1	9	0	0	348	47	0	70	27	3	345	42	3	67	24	6	346
B. good	33	0	0	3	50	3	50	0	0	340	47	0	62	34	4	344	46	1	62	32	5	344
C. fair	6	0	0	0	0	1	100	0	0	340	6	0	38	63	0	341	10	0	48	42	10	341
D. poor	0										1	0	0	0	100	330	2	0	30	43	28	336
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	28	0	0	3	60	2	40	0	0	341	31	0	57	39	5	342	22	1	48	38	12	341
B. about the same as my regular schoolwork	44	0	0	8	100	0	0	0	0	349	46	0	71	25	5	345	57	2	68	26	4	346
C. easier than my regular schoolwork	28	0	0	2	40	3	60	0	0	342	23	0	61	36	3	344	21	1	61	30	8	344
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	17	0	0	2	67	1	33	0	0	341	20	0	43	46	11	341	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	39	0	0	5	71	2	29	0	0	344	49	0	72	28	0	345	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	44	0	0	6	75	2	25	0	0	347	32	0	62	31	7	344	29	3	69	23	6	346
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	33	0	0	4	67	2	33	0	0	346	22	0	63	31	6	345	19	3	65	27	6	346
B. 20 minutes to an hour	22	0	0	4	100	0	0	0	0	348	40	0	67	29	3	344	47	2	68	25	5	346
C. less than 20 minutes	17	0	0	2	67	1	33	0	0	343	19	0	57	39	4	343	19	1	56	35	8	343
D. I rarely read at home.	28	0	0	3	60	2	40	0	0	342	18	0	65	31	4	343	14	0	47	40	12	341
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	22	0	0	4	100	0	0	0	0	347	34	0	63	31	6	343	28	1	56	33	9	343
B. six to ten pages	33	0	0	4	67	2	33	0	0	343	21	0	52	41	7	343	23	1	63	29	7	344
C. eleven or more pages	44	0	0	5	63	3	38	0	0	345	45	0	71	27	2	345	49	2	65	27	6	345
<b>Optional school/SAU question</b>																						
A.	0										25	0	0	50	50	334						
B.	0										50	0	25	75	0	340						
C.	0										13	0	0	100	0	338						
D.	0										13	0	0	100	0	332						

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 3  
SAU: Augusta Public Schools  
School: Lillian Parks Hussey School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	4	19	9	6	1295	9
	2006-2007	2	9	15	10	1985	14
	<b>2007-2008</b>	<b>1</b>	<b>5</b>	<b>12</b>	<b>8</b>	<b>2277</b>	<b>17</b>
	Cum. Total*	7	11	36	8	5557	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	10	48	67	47	6852	49
	2006-2007	16	70	81	54	6990	51
	<b>2007-2008</b>	<b>12</b>	<b>63</b>	<b>77</b>	<b>53</b>	<b>6764</b>	<b>50</b>
	Cum. Total*	38	60	225	51	20606	50
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	4	19	41	28	4081	29
	2006-2007	4	17	44	29	3673	27
	<b>2007-2008</b>	<b>5</b>	<b>26</b>	<b>44</b>	<b>30</b>	<b>3504</b>	<b>26</b>
	Cum. Total*	13	21	129	29	11258	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	3	14	27	19	1638	12
	2006-2007	1	4	11	7	1193	9
	<b>2007-2008</b>	<b>1</b>	<b>5</b>	<b>12</b>	<b>8</b>	<b>1044</b>	<b>8</b>
	Cum. Total*	5	8	50	11	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.7	64.7	8.5	56.7	9.2	61.3
Cluster 2: Shape and Size	14	29	9.8	70.0	9.7	69.3	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.3	66.0	3.2	64.0	3.2	64.0
Cluster 4: Patterns	14	29	9.6	68.6	9.2	65.7	9.0	64.3

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 3  
 SAU: Augusta Public Schools  
 School: Lillian Parks Hussey School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	19	1	5	12	63	5	26	1	5	349	145	8	53	30	8	345	13589	17	50	26	8	347
<b>Ethnicity</b>																						
African American/Black	0										4						390	10	30	32	28	337
American Indian or Native Alaskan	0										1						113	7	45	38	10	342
Asian or Pacific Islander	0										2						204	18	48	25	9	347
Hispanic	0										2						159	6	50	31	13	342
Caucasian/White	19	1	5	12	63	5	26	1	5	349	136	7	54	32	7	346	12723	17	50	25	7	348
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	2										21	0	33	43	24	337	2208	6	35	37	21	338
No	17	1	6	11	65	4	24	1	6	349	124	10	56	28	6	347	11381	19	53	24	5	349
<b>Current LEP</b>																						
Yes	0										3						357	8	29	37	26	336
No	19	1	5	12	63	5	26	1	5	349	142	8	53	30	8	346	13232	17	50	25	7	348
<b>Economically disadvantaged</b>																						
Yes	10	0	0	6	60	4	40	0	0	347	89	3	52	37	8	343	5452	9	45	33	12	343
No	9	1	11	6	67	1	11	1	11	351	56	16	55	20	9	350	8137	22	53	21	4	350
<b>Migrant</b>																						
Yes	0										0						5	0	40	40	20	337
No	19	1	5	12	63	5	26	1	5	349	145	8	53	30	8	345	13584	17	50	26	8	347
<b>Gender</b>																						
Female	8	1	13	4	50	3	38	0	0	353	64	8	47	36	9	344	6565	15	49	27	8	347
Male	11	0	0	8	73	2	18	1	9	345	81	9	58	26	7	347	7024	18	50	24	7	348
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	6	0	0	3	50	2	33	1	17	342	35	0	37	51	11	340	2004	5	39	41	15	339
No	13	1	8	9	69	3	23	0	0	352	110	11	58	24	7	347	11585	19	52	23	6	349
<b>Gifted/talented program</b>																						
Yes	0										0						125	70	30	0	0	366
No	19	1	5	12	63	5	26	1	5	349	145	8	53	30	8	345	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 3  
SAU: Augusta Public Schools  
School: Lillian Parks Hussey School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	11	0	0	0	0	1	50	1	50	326	5	0	14	29	57	328	6	9	40	33	18	340
B. less than one hour	78	1	7	10	71	3	21	0	0	351	78	9	56	30	5	347	79	18	52	24	6	348
C. one to two hours	6	0	0	1	100	0	0	0	0	360	15	10	52	29	10	346	12	16	48	27	8	347
D. more than two hours	6	0	0	1	100	0	0	0	0	356	3	0	50	50	0	344	3	7	26	37	29	335
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	44	1	13	4	50	2	25	1	13	349	31	18	51	22	9	349	37	22	50	22	6	350
B. They match some of what I have learned.	33	0	0	5	83	1	17	0	0	348	48	6	55	33	6	345	46	16	53	25	6	348
C. They match just a little of what I have learned.	22	0	0	3	75	1	25	0	0	351	18	0	50	38	12	342	12	9	44	36	11	342
D. There is no match.	0										3	0	75	0	25	343	5	5	32	36	27	336
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	61	1	9	6	55	3	27	1	9	347	37	10	63	18	10	348	39	25	48	20	7	350
B. good	22	0	0	4	100	0	0	0	0	355	47	8	49	37	6	345	46	14	52	27	7	347
C. fair	17	0	0	2	67	1	33	0	0	350	13	6	50	44	0	346	12	8	49	35	9	343
D. poor	0										3	0	25	25	50	328	3	2	34	36	29	335
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	22	0	0	3	75	0	0	1	25	343	23	0	48	36	15	339	17	7	41	35	17	340
B. about the same as my regular schoolwork	33	0	0	4	67	2	33	0	0	348	49	11	55	27	7	347	59	18	53	24	5	349
C. easier than my regular schoolwork	44	1	13	5	63	2	25	0	0	353	28	10	55	30	5	348	25	21	49	23	8	349
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	33	0	0	3	50	2	33	1	17	342	31	2	55	36	7	344	32	13	47	30	10	345
B. two or three days a week	22	0	0	3	75	1	25	0	0	349	29	10	61	24	5	348	30	20	52	23	5	349
C. two or three times each month	11	0	0	1	50	1	50	0	0	350	20	11	43	43	4	345	19	20	53	21	6	350
D. never or almost never	33	1	17	5	83	0	0	0	0	356	21	10	53	17	20	344	18	16	50	27	8	347
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	6	0	0	1	100	0	0	0	0	352	4	0	83	0	17	345	7	5	34	40	20	338
B. two or three days a week	6	0	0	1	100	0	0	0	0	350	14	0	40	45	15	340	18	15	50	27	8	346
C. two or three times each month	22	0	0	3	75	1	25	0	0	351	26	11	54	35	0	348	28	21	53	21	4	350
D. never or almost never	67	1	8	7	58	3	25	1	8	349	56	10	54	26	10	346	47	17	50	25	7	347
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	11	0	0	1	50	0	0	1	50	336	14	10	45	35	10	342	16	8	42	36	13	342
B. 30–45 minutes	44	0	0	6	75	2	25	0	0	350	48	6	52	33	9	344	30	14	53	26	7	347
C. 45–60 minutes	39	1	14	5	71	1	14	0	0	354	27	13	59	23	5	350	32	22	51	22	5	350
D. more than 60 minutes	6	0	0	0	0	1	100	0	0	336	11	6	56	25	13	344	22	20	49	23	7	349
<b>Optional school/SAU question</b>																						
A.	0										25	0	0	50	50	324						
B.	0										50	0	25	50	25	333						
C.	0										13	0	0	100	0	340						
D.	0										13	0	100	0	0	350						